

CHAPTER III

METHODOLOGY

This chapter explains the methodology of the study including the research design, the profile of the research subject, place and time of the research, data and data source, instrument of the research, data collection techniques and data analysis procedures.

3.1 Research Design

This research aims to portray the implementation of dialogic teaching in public elementary school, and what kind of students' engagement which is triggered by the implemented dialogic teaching. The research subject has a special case which is explained more in the profile of research subject section. For those purposes, the researcher needs to use the case study approach as it allows the researcher to investigate the real-life context (Yin, 2009). Case study approach is also known to be appropriate for investigating how something is implemented and the results of the implementation (Schramm, 1971) in (Yin, 2009).

Besides, the researcher explained the data finding in qualitative way. The qualitative data analysis is selected in order to get the description of detailed finding which is obtained from the case study approach. Cohen (2007) states that the qualitative data analysis is aimed to give a detailed description. A qualitative data analysis is also known to be able to explore a problem and develop a detailed understanding of a central phenomenon (Creswell, 2012).

3.2 Place and Time of The Research

This research is conducted in SDN Cipinang Besar Selatan 07 Pagi, East Jakarta. The research is done for about two months, started from March until May 2017. The researcher takes the data for four time classroom observation and one interview session with the school headmaster.

3.3 The Profile of Research Subject

SDN Cipinang Besar Selatan 07 Pagi is a public school which is located in strategic place in East Jakarta. This school has been operated for 40 years (established in 1977). This school has English language as one of the subjects, specifically, as the additional subject (*muatan lokal*). This school can be considered as the low socioeconomic school regarding to the social background of the students' family which are dominantly employed as the labors. Reported by the school headmaster, there are 147 students' parents who work as entrepreneur, 39 who work as employee, 6 parents work as the civil servant, and 52 parents are unidentified. The parents who are not identified mostly work as the female labors.

In this school, English is considered as an important subject. For that reason, English has been taught to the students since they are in the first grade. As what has been mentioned, this school is a primary school which teaches English to their students as the local content curriculum. Mostly, the public schools have English as one of the local subjects. It is influenced by the local policy. This school teaches English to their

students without considering the potential, strength and the weakness, for instance, the social background of the students, and also the qualification of the teacher. With this condition, the researcher wants to portray how English language is taught to the students in the context of such public elementary school.

3.4 Data and Data Sources

There are two data of this research. The first is the classroom interaction which is specified into the teacher utterances and also students' utterances, and the second is the school and students' background. The data sources are the teacher and the students in the English classroom. As for the data of school and students' background, it is obtained from the school headmaster.

3.5 Instruments of The Research

The researcher collects the data through the classroom observation and semi-structured interview. Thus, for the classroom observation, the researcher uses the video recorder, and the tape recorder for collecting the data. As for the interview, the researcher uses the sound recorder only. The data was then analyzed by using Dialogic Inquiry Tools (DIT) observational sheet which was adapted from (Reznitskaya, 2012).

3.6 Data Collection Techniques

In the process of the data collection, the researcher uses the technique of video and audio recording. The video recording is taken by using a

video camera which is placed at the back of the classroom in order to get the view of the whole classroom and also not to distract students' attention to the learning process. Meanwhile the sound recording is taken by using sound recorder which is placed on the teacher's table.

The semi-structured interview is done in order to get the supporting data. The researcher conducts the semi-structured interview by using the sound recorder.

3.7 Data Analysis Procedures.

There are two research questions which are formulated in this study. To answer first research question, the data which is analyzed is only the video and sound recordings of the classroom observation. Meanwhile for answering the second research question, the finding of the data analysis is explained. Then, the data from the interview is explained in the discussion section to support the finding. Thus, the steps of data analysis procedure are done as follows:

1. The researcher transcribes the data which are the four video recordings of classroom observation.

Extract 1

1A001T: Hello, good.. ayo good apa kalo jam segini? Morning atau afternoon?

1A002S: Morning, miss!

1A003T: Yang bener? Morning apa afternoon?

(Students were silent)

1A004T: Af?

Above is the part of the data transcription from the first meeting. The code of the number on the first digit shows the meeting which means the

utterances is taken from the meeting one. A is from the episode A (sequences learning of lead-in). 001 is the number of the utterances on the meeting, and T stands for teacher, meanwhile S, stands for student.

2. The data reduction is applied to the data transcription in order to derive the teacher-students interaction which shows the six components in the Dialogic Inquiry Tools which were adapted from (Reznitskaya, 2012).
3. The result of data reduction is categorized into six components of dialogic inquiry tools which are authority, question, feedback, meta-level reflection, explanation and collaboration. The data categorization is done by giving tick mark (✓) in the table which is next to the utterances. Below is the excerpt of data categorization.

Table 3.1. The Table Analysis of Categorization of DIT Components

Table Analysis of Categorization of Dialogic Inquiry Tools (DIT) Components

Code	Teacher's Utterances	Code	Students' Utterances	Components					
				Authority	Questions	Feedback	Meta-level Reflection	Explanation	Collaboration
1A001T	Hello, good..ayo good apa kalo jam segini? Morning atau afternoon? (Students were silent)				✓				
		1A002S	Morning, miss!					✓	
1A003T	Yang bener? Morning apa afternoon?					✓			
1A004T	Af?					✓			
1A006T	Oke, good afternoon					✓			

4. The result of the data categorization is classified into the three segments of continuum which are the monologic, transitional and dialogic. The excerpt of the data data classification in the DIT segments from the indicator of authority can be seen from the table which is place on next page.

Table 3.2 The Table Analysis of DIT Segments Continuum

Table Analysis of Dialogic Inquiry Segments Continuum (Monologic-Transitional-Dialogic)

Code	Teacher's Utterances	Monologic	Transitional	Dialogic	Code	Students' Utterances	Monologic	Transitional	Dialogic
Authority									
1B024T	Berhitung! One!	✓			1B048S	Miss, kok saya cewek sendiri?			✓
1B025T	Kamu belum ya? Ulang! Kamu, one!	✓			1B079S	Miss dimana? (<i>asking the page</i>)			✓
1B026T	Bergabung! Yang one dengan one, yang two dengan two, cari temennya sekarang!	✓			1B088S	Digambar gak miss?			✓
1B029S	Ssst! (<i>Asking the students to be quiet</i>) Cepet cepet!!	✓			1B092S	Miss, gimana sih? Ngapain?			✓

5. The finding of data classification is counted in order to get the total number of dialogic teaching per indicator in each episode. So, the researcher can know whether the dialogic interaction is predominant or not.
6. The finding of the data analysis in each episode is described in the data finding and discussion. The detailed explanation is written in order to get the portrayal of the implementation of dialogic teaching.
7. The finding of the data analysis is still used for answering the second research question. In addition, the data from the interview is described on the discussion part in order to support the finding,
8. The researcher then draws the conclusion.